

EUROPEAN HISTORY SECTION II Total

Time – 1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested Reading period: 15 minutes

Suggested writing time: 40 minutes

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes reading and planning and 40 minutes writing your answer.

Write your responses on the lined pages that follow the question.

In your response you should do the following:

- State a relevant thesis that directly addresses all parts of the question.
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents, explicitly illustrating relationships among the documents.
- Incorporate analysis of at least four of the documents into your argument.
- Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
- Support your argument with analysis of historical examples outside the documents □ Connect historical phenomena relevant to your argument to broader events or processes.
- Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.

1. Analyze how views of gender influenced the use of political power during the reign of Elizabeth I (r. 1558-1603).

Document 1

Source: John Knox, Scottish religious reformer, First Blast of the Trumpet Against the Monstrous Regiment of Women, 1558.

To promote a Woman to bear rule, superiority, dominion, or empire above any Realm, Nation, or City, is against all Nature . . . it is the subversion of good order, of all equity and justice. . . . And that the Holy Ghost does manifestly express, saying: “I suffer not a woman to usurp authority above the man.” . . . So both by God’s law and the interpretation of the Holy Ghost, women are utterly forbidden to occupy the place of God in the offices aforesaid

Document 2

Source: Nicholas Heath, archbishop of York, in a debate before the House of Lords, 1558.

To preach or minister the holy sacraments, a woman may not. . . . A woman in the degrees of Christ's church is not called to be an apostle, nor evangelist, nor to be a shepherd, neither a doctor or preacher. Therefore her Highness [Elizabeth I] cannot be supreme head of Christ's militant church, nor yet of any part thereof.

Document 3

Source: The Second Book of Homilies, produced by bishops of the Church of England, authorized by Elizabeth I, 1562.

The husband ought to be the leader and author of love in cherishing and increasing concord. . . . But as for wives, they must obey their husbands, and cease from commanding, and perform subjection. For this surely doth nourish concord very much, when the wife is ready at hand at her husband's commandment

Document 4

Source: Jacques Bochetel de La Forest, French ambassador to England, report on Elizabeth I's response to a proposed Parliamentary petition on the succession question, 1566.

What they asked was nothing less than wishing her to dig her grave before she was dead [Then], addressing herself to the Lords, she said: "My Lords, do what you will. As for myself, I shall do nothing but according to my pleasure. All the resolutions which you may make have no force without my consent and authority; besides what you desire is an affair of much too great importance to be declared to a knot of harebrains. I will take counsel with men who understand justice and the laws, as I am deliberating to do: I will choose half a dozen of the most able I can find in my kingdom for consultation, and after having their advice, I will then discover to you my will." On this she dismissed them in great anger.

Document 5

Source: William Clowes, personal surgeon of Elizabeth I, treatise, 1602.

Let us all (according to our bounden duties) continually pray unto the Almighty God to grant [Elizabeth] long life, much happiness, peace and tranquillity; that he will bless, keep and defend her Sacred person from the malice of her known and unknown enemies, so that she may forever reign over us (if it please the Lord God) even unto the end of the world, still to cure and heal many thousands more, than ever she hath yet done.

Document 6

Source: Elizabeth I, speech to English troops delivered in 1588, before the attempted invasion of the Spanish Armada, recorded in a letter by an eyewitness, 1623.

I have placed my chiefest strength and safeguard in the loyal hearts and good will of my subjects. And therefore I am come amongst you at this time, not as for my recreation or sport, but being resolved, in the midst and heat of the battle, to live or die amongst you all: to lay down, for my God, and for my kingdom, and for my people, my honor and my blood, even the dust. I know I have but the body of a weak and feeble woman, but I have the heart and stomach of a king, and of a king of England, too; and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realms: to which, rather than any dishonor should grow by me, I myself will take up arms. I myself will be your general, judge, and rewarder of every one of your virtues in the field.

AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria	Decision Rules
A THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i>
C EVIDENCE (0–3 pts)	Evidence from the Documents	<i>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i> <i>To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>
	1 pt. Uses the content of at least three documents to address the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using at least six documents.	
	Evidence beyond the Documents	
	1 pt. Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.	<i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>
D ANALYSIS AND REASONING (0–2 pts)	1 pt. For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	<i>To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>
	1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<i>A response may demonstrate a complex understanding in a variety of ways, such as:</i> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence <i>This understanding must be part of the argument, not merely a phrase or reference.</i>